

### CSI recommendations for pre-school education:

- Nursery school leaderships should pay more attention to methodological support of new pedagogues. There is a need to create a structured programme for their initial training. Such a programme should include supervision of an experienced pedagogue for sharing his/her experience and knowledge (mentoring).
- Nursery school leaderships should be supported in the area of evaluation in order to acquire skills for identification of weak points in pedagogic work and for taking measures for improvement as well as for provision of quick feedback to pedagogues.
- To lead pedagogues towards acquiring skills necessary for pedagogic assessment with regards to individual needs of children, continual formative assessment and sharing experience with peers (mutual class observations by pedagogues).
- To strengthen cooperation with parents in the area of common assessment of results in child's education, planning educational goals and preparation of further educational offer.
- To focus on further education of pedagogues in the area of education of children with SEN and in education of gifted children.
- To use the electronic platform *InspIS ŠVP* for development and adjustment of School Education Programme (SEP) and *InspIS PORTÁL* for communication with the public.

## 2 Basic Education

### (Compulsory School Attendance)

In the school year 2013/2014 in total **4 095 basic schools** were enrolled in the School Register. The number of **basic school pupils** increased by 2.4 % to **827 654**. The distribution of schools according to entity of the founder remained similar to the situation in the previous school year with a slight increase of percentage of private schools (by 0.4%). The number of church schools remains the same (1%).

The average number of pupils with health impairment has remained stable in past three years (8.9%), the number of individually integrated pupils in main stream schools has increased. The proportion of foreigners has remained unchanged (1.8%).

Due to demographic development the number of pupils in first five grades continued to increase and the number of lower secondary pupils stopped to decrease.

In 2013 the **public expenditures in basic education** increased by 3% (in comparison with previous year) and amounted to **CZK 54 562.4 mil.** (31.6% out of the total public expenditures spent on education). The funding per capita (normative funding) has remained unchanged since 2012 (when it was CZK 49 825), per capita spending decreased by CZK 644 to CZK 59 950.

Public–legal audit was performed in 163 basic schools out of which 51 breached the budget discipline.

The international reviews show that in 2012 the Czech Republic was one of five OECD countries with the strongest influence of socio-economic background on pupils' school achievements and this phenomenon has increased since 2003. This finding was also confirmed by TIMSS and PIRLS surveys.

In the school year 2013/2014 the CSI evaluated 742 schools in basic education where 8 595